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UNIVERSITY COLLEGE OF THE
FRASER VALLEY (LIBRARY)

LETTER

NEWS



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FSA NEWSLETTER

February 1992

From the Editor . . .

SOME DO'S AND DON'T'S ON THE TRANSITION TO UNIVERSITY-COLLEGE

Although most of the sessions during our conference on 31 January 1992 were excellent, I found the session entitled "Hearing from the Faculty at the Other University-Colleges" to be especially important. It provided a sobering account of the problems and pitfalls that faculty at the other three university-colleges had encountered. What follows was winnowed primarily from what was said by the presenters at this session.

1. Do not create an academic caste system.

Concerning current faculty, have as many who can qualify teach upper-level courses; for new faculty, make sure that they teach 1-4, and are told that most of their teaching will be in first year.

2. When hiring, present a clear vision of what we are as a comprehensive university-college, and make sure that each candidate knows that our emphasis is on scholarly teachers rather than scholarly researchers. We want to hire teacher-scholars, not research-scholars. Overlook candidates who do not fit our profile. A letter explaining our shared vision should go to all short-listed candidates well before their interviews.

3. Do not ghettoize 'new' faculty. Right from the beginning make sure their offices are among the offices of the continuing faculty. Have orientation sessions in early August so that the socialization of new appointees can get off to a good start. Department heads have a crucial role to play in the enculturation of 'new' faculty.

4. Do not hire too many people too quickly. Make measured increases to departments and areas.

5. Do not let 'new' faculty members become department heads until they have three years' service.

6. Have guidelines for workload and scholarly activity in place and, if possible, in contract before the 'new' faculty are hired.

7. Do not overlook the importance of an interdisciplinary approach to the delivery of our curricula.

8. Make sure that enough support staff are in place. This is not an area to economize when money gets tight.

9. Give the ordering and acquisition of print and electronic resources top priority. Monies for the library must be made available as soon as possible. We can not offer upper-level courses if we do not have the resources.

10. Strive to improve facilities: library, cafeteria, parking, student lounges, and registration procedures. And what about a gymnasium?

11. Do not take money from lower-level courses to fund upper-level courses. Our student numbers in first- and second-year must increase if we are to offer good degree programs.

12. Listen to our students (from all programs).

13. Find the money to establish scholarships and fee remission.

14. Do more in-service days. One in January '93 will allow us to assess the progress of our transition and to make the necessary

adjustments. Also, it will allow us to explore further the interdisciplinary approach to teaching and learning.

15. Do not believe that we will receive enough money from the Ministry to do all the things we are expected to do.

Allan McNeill

Letters to the Editor . . .

To Virginia Cooke:

In regards to your statements in your memo (re: 'possible contract language'), I find it necessary to point out that the statement made in your #4 observation was perhaps made in haste or merely as an oversight to the information that is already in our collective agreement. It is specifically detailed in our collective agreement that vocational instructors have a given number of hours of workload which differs from your statement that our workloads are NOT separately described. I would strongly encourage you to read the section that deals with this and then advise us as to what your meaning might be.

A second statement refers to us having to be present as though we are a separate entity if not some rejected portion of our great University-College. Do we not have representation in our union at this point, or are you suggesting that perhaps the Association does not have time to deal with or consider our interests without us there to beg consideration?

As for being conspicuously absent from meetings, I would like to advise that some of us were involved in running our programs in shifts and therefore unable to attend this particular meeting. It is difficult to feel appreciated when one takes on extra responsibility to ensure that this fine institution continues to grow and support the community by taking on extra classes in an already overcrowded facility and working in shifts to provide the training to students and local business. It seems thankless enough from the institution itself as we continue to try to deal year after year in overcrowded facilities and then to have our Association take a stance that lets us down further is somewhat overwhelming. I might also point out that with the exception of this last rather confusing meeting, vocational trades HAS had representation at all meetings, even if not in large numbers.

It may be time the Association looks at itself and who its members are and whether or not it has become somewhat self-serving rather than continuing to represent all of its members. The feeling

generated by comments as those in your memo may suggest that perhaps some of our representation should take the initiative to come to this end of our university-college campus and take a little interest in what might be taking place here!

Rolf Arnold

Letters to the Editor continues on page 23 . . .

From the President . . .

The bad new is that I goofed. The good news is that people obviously do read their mail!

Occasionally, presidents of organizations are in a position to make a stupid error and, at the same time, offend a whole group of people! I have the dubious distinction of having done both.

Of course, to correct this blunder, I have to explain it, so here goes. In the recent memo and suggested contract language on workload which I circulated to faculty, I only typed up the segments of the contract clause 20.2.1 which I had actually re-worded. My intention was not to suggest that we omit paragraph (f), which stipulates the hours for training-day or vocational programs. Then, in trying to make my point that these workloads are not dealt with in a separate clause (and, in some cases, as for nursing faculty in careers and some of the more unusual vocational cases, the workload is not really ever described), I simply said that the contract did not describe these workloads. Quite rightly, I got a number of confused and annoyed responses. It certainly appeared that I had simply deleted a section of the contract and then complained that it didn't exist! My apologies to vocational instructors.

Now, having clearly flunked my writing

assignment, please let me explain what I was trying to achieve. If we have wording in the contract which potentially offers faculty a re-assignment of some portion of their work from teaching to course development and scholarly activity, then we want to extend similar rights to all faculty. Do we repeat the same clause after (f)? Perhaps we should move this "training-day based" clause up to (c) to make sure that subsequent clauses apply to these faculty. In fact, if I hadn't been working too quickly, I would have suggested this as the most simple solution. Do we develop new clauses for workloads which are quite dissimilar? Is suggestion of "up to 25%" reassignment reasonable? Ironically, what I intended to ensure that all faculty were represented on this matter has resulted in some faculty feeling unrepresented by the union.

I am quite aware that the classroom requirements of some faculty--in nursing, in ABE, in vocational and in trades areas--make it very difficult to participate fully in the committees in this institution which meet at odd hours during the day. If I goaded anyone by accusation of "conspicuous absence" from meetings, well--I suppose I meant to (the last general meeting was, after all, at 3:30). Right now, we really need input and information from everyone if we are to try to avoid the divisiveness which we

input and information from everyone if we are to try to avoid the divisiveness which we hear has occurred at some of the other colleges. The last thing I intended was to contribute to divisiveness.

So--the bad news is that I goofed. The good news is that the trades faculty in particular were quick to correct me, and that at the next meeting on workload we can work with more complete information and representation.

Bargaining:

Negotiations began on February 6. In keeping with our recent tradition, the initial discussions are informal, with the contract clauses being opened and positions explored before "demands" and contract language are tabled. Ian McAskill has certainly been earning his keep these last two weeks; his office is a hotbed of activity. On behalf of the entire membership, I will thank in advance the group of faculty and staff who are working with him in bargaining. They are excellent spokespeople!

Access:

I am somewhat concerned that the ACCESS committee, as broadly representative as it is, does not always offer a clear plan for those at the meetings reporting back to and discussing issues with all those who are affected. I represent "the FSA", and I try to report to the FSA Executive and to bring up at the meetings contractual and other points of view which seem in keeping with the stances of our union. Obviously, I cannot report back everything to the entire FSA membership, nor is that appropriate since there are many other faculty and staff representatives on the committee. But I often hear from individuals that issues, programs, etc. raised at ACCESS

have never "made it" to their department meetings, and that they feel left out of the consultative process.

The conference at the Rainbow Inn surely helped to involve all employees. In an ongoing way, however, let me urge everyone to read the minutes of the ACCESS meetings (minutes are posted in the faculty area in Chilliwack, and in the A building in Abbotsford). If you see matters there which need discussion among faculty in your area, then take them up at department meetings. Or contact the faculty or staff representatives on the committee.

Some of us (UCFV) and some of them (SFU) met at Simon Fraser on Feb. 6 to discuss several issues important to the nature of our working relationship. We were working from a draft document generated at SFU on the approval of current faculty and hiring of new faculty to teach their courses. I won't reprint the draft here because it became apparent at the meeting that substantial changes were in order. We were also working with a document from our own Arts Degree subcommittee. Generally, I would characterize the exchange as reasonable and positive. They appeared eager to facilitate the approval of our existing faculty with as little fuss and as much fairness as possible. We objected to the notion of their having final approval on new faculty to be hired (though we could hardly object to their having final approval on who teaches SFU courses), and they seemed to be hearing clearly, even if not unanimously. They included a number of ways in which SFU could assist us--by exchanging curriculum materials, establishing joint committees with us to review policies, etc.--which I thought were fairly generous. The Arts Degree proposal must pass through their curriculum

committee, and it sounded as though there might have to be some changes before the process of approval at the university is through. When the next draft of the documents we were working with arrives, I'll report further.

The Learning Environment subcommittee of the ACCESS committee has submitted two important reports: "Recommendations for Hiring of Faculty" (January 10) and

"Recommendations on Scholarly Activity" (January 31). Below are the summaries of the recommendations in both these reports; however, they are printed without benefit of the context. If, therefore, you want to see the analysis and discussion which led to these recommendations, the complete reports are available in the ACCESS file or, possibly, from your Department Head.

Virginia Cooke

Summary of Recommendations from the Learning Environment Committee . .

The Learning Environment Committee recommends:

1. Each step of the hiring process emphasize UCFV's commitment to excellence in teaching.

2. Advertisements include the specific wording that:

The University College of the Fraser Valley is looking for faculty who share its commitment to teaching excellence and,

Successful candidates will have full teaching responsibility for their classes and will be expected to maintain currency in their field.

3. Acknowledgement letters explain, in general terms, the process by which we assess teaching competency and the expectation that the successful candidate will participate in orientation and evaluation

processes. The acknowledgement letters should include specific wording that:

Applicants may be expected to demonstrate teaching competence as part of the interview process. UCFV encourages a diversity of learning styles, and

Successful candidates will be required to participate in an orientation process, and

All new faculty are evaluated during the probationary contract; faculty evaluation includes and emphasizes evaluation of teaching.

4. SACs add an additional 1/2 hour to their pre-interview meeting to establish criteria for assessing teaching competence.

5. SACs use available print, audio-visual and human resources to assist them in the

development of hiring criteria appropriate to their discipline.

6. UCFV establish, as soon as possible and before 1993, a process for training a core group of SAC members in interviewing techniques which assess teaching competency.

7. Invitations to short-listed applicants should adequately prepare the candidate by providing information on the place, process and expectations.

8. Interviews will involve some form of demonstrated teaching competency, the form to be determined by the department.

9. Interviews will provide the candidate with a clear understanding of UCFV's expectation that the successful candidate will continue to demonstrate commitment to teaching for the duration of his or her employment.

Summary of Recommendations on Scholarly Activity . . .

Recommendation No. 1

For Faculty, scholarly activities encompass those activities which:

- keep the instructor current in his or her field and teaching methodology
- enable the instructor to serve his or her students more innovatively and effectively,
- help the wider academic community to progress by sharing ideas,
- help the community at large to expand its horizons.

These activities include, but are not necessarily limited to:

writing and publishing of books, articles, and training or user manuals; conducting research; presenting workshops; presenting a paper or being a panel member at a conference; developing media resources such as computer software or video slide material; compiling scholarly bibliographies and annotated resource

lists; reviewing journals, books or productions; translating material of scholarly interest; developing innovative teaching techniques; course development for new course offerings; creating a work of art such as a sculpture or painting/producing/ directing a play, or writing a novel; and inventing or enhancing a piece of equipment or a physical instrument.

The product of scholarly activity is expected to be presented in appropriate forums, such that others may benefit from it.

Recommendation No.2

Scholarly activity which contributes towards excellence in teaching is necessary and is to be encouraged.

Recommendation No.3

UCFV should negotiate with the universities an arrangement in which our broad definition of scholarly activity is accepted and which

does not require scholarly activity be done every academic semester or year.

Recommendation No.4

All faculty should be required to engage in at least one of the four categories of activity (research-based scholarly activity, community service, administration, or teaching & pedagogy) during each evaluation period.

Recommendation No. 5

All faculty should be required to engage in some form of scholarly activity (as defined in recommendation No. 1) in every six-year period.

Recommendation No. 6

Opportunities for scholarly activity, including release time, should be equally available to all faculty.

Recommendation No.7

UCFV should demonstrate its commitment to scholarship by providing a diversity of support structures, including a process for obtaining release time.

Recommendation No. 8

JPDC should establish a sub-committee entitled "scholarly activity sub-committee" to develop a process for requesting release time for the purpose of scholarly activity, and to work in cooperation with the standing committee on faculty evaluation and with department heads to establish specific criteria for the evaluation of scholarly activity.

Report from Grievance Chair, Staff . . .

Attending the Contract Administration Review Committee meeting held at C-IEA headquarters on Jan. 24th was a real first both for me, and for UCFV. There were 14 Colleges represented at the meeting, which began with round table reports from each college focusing on active grievances regarding issues of interest to all. This was followed by questions arising out of these reports. It was very reassuring to note that UCFV has reasonably good relations with management, and I could actually state that I

didn't provide a report because we had no active grievances. However it was also very interesting to hear some of the issues that have come to the fore, particularly at the University-Colleges.

The following day we had a grievance writing exercise. As a relatively new grievance chair, and having had no experience writing formal grievances, I found this to be a particularly relevant exercise. We were given a hypothetical situation regarding a

sessional instructor who felt that he should have been granted an instructional position, but was not hired. Even though it was obvious from the Collective Agreement that there was very little ground for any appeal, we had to find any pertinent clauses that could be applied to help this sessional instructor, and write up a grievance. This exercise was marked, and we reviewed proper language for such a grievance.

We then broke into groups of 3 for another grievance exercise. One person in each group represented management, one represented the union shop steward, and one represented the griever. Each group was given a different situation, and the "griever" and "shop steward" used the "griever's" College's Collective Agreement to write up the grievance for "management". I represented management in this exercise, and the person who represented the aggrieved was from East Kootney Community College, so we used her collective agreement. Our situation was one of an employee who is taking maternity leave, has given advanced notice, and asked to come back to her position on Jan. 16th. The management had refused to allow her back on this date, stating that she must fit her maternity leave into the same time frame as semesters. The East Kootney contract was airtight on this matter, with not only a considerable section on maternity leaves, but also adoption and paternity leaves. Management was violating the contract to not grant her request since she had met all of her responsibility to apply in advance, and so "management" muttering under my breath about not having better family planning, gave in.

The next discussion was to draft a harassment policy. The main concern of this topic was not sexual harassment, or management

harassment of faculty, but rather the harassment of faculty by students. The feeling is that management prefers to take the student's word (the paying clientele) and not back up their employees. Sometimes this results in management by-passing employees to mollify students. The following is what we drafted regarding this issue.

WHEREAS college faculty have frequent, prolonged and often intense interactions with students, and WHEREAS the nature of those interactions may result in disputes or other conflict between faculty and students over matters of classroom or course management, grading, adjustment to course requirements, or counselling of students, and

WHEREAS these disputes may create situations of personal vulnerability, whether physical, emotional, or legal for the faculty member, and

WHEREAS these disputes may call into question the faculty member's professional competency and judgement,

THEREFORE BE IT RESOLVED that the Contract Administration Review Committee recommend as C-IEA policy that college administrations be required to:

- a) positively support faculty without abridging the rights of students;
- b) insist that students adhere rigorously to the steps in the College's established appeals procedure;
- c) be urged to inform faculty about all complaints and appeals against them or their grades or assessments, and be provided with a forum to respond;

- d) provide a workplace free from intimidation or threat of intimidation of faculty; and
- e) provide institutional resources and legal support for faculty in the event of disputes with students.

One really good thing that came out of this meeting, besides feeling that I was finally

beginning to feel like I might be competent to handle a grievance should one arise, was to discover that C-IEA will gladly provide as many training workshops for shop stewards each year as we want. This is good to know, when one considers that for the fees we pay C-IEA we should be using their expertise whenever possible.

Jane Antil

Report from the First Staff V.P. . .

In this current climate of "fast-track" university preparedness, there is a fair amount of what could be labelled "detail-type" work that, although appearing rather small in the scheme of things, is nonetheless of great importance to the daily operation of the College. Areas that provide this detail service to the institute such as facilities, student services, personnel, accounts, purchasing, the library, secretarial support, will have yet more daily work facing them as the University College gets even closer to full operation.

As new facilities are built, a great deal of furniture and equipment will need to be moved and re-arranged, maintenance and janitorial work will have more square footage under their responsibility, students will be enquiring after third and fourth year courses, thus putting a greater load on student services with the hiring of new people; personnel will be faced with a greater workload; more people will be submitting expenses to accounts; and the library will be ordering, cataloguing, shelving and distributing more new titles, both print and non-print. Greater

demands will also be put on all secretarial support due to the increase in courses as we move into third and fourth year courses. Growth is occurring in some areas with the creation of new support staff positions - a welcome sign, indeed, to those in the area but we must ensure that this growth continues.

On another front, as you are no doubt aware, the position of Administrative Assistant to the Associate Dean of Career Program has been rated as a Group 6 which is essentially at the same classification as the excluded Administrative Assistants. We were all very glad to see this position placed within this grouping (thank you, Barry) although I know it has upset the excluded administrative assistants. My article in the previous *FSA Newsletter* also upset this group, due, perhaps, to my suggestion that the new Associate Dean's administrative assistant's responsibilities appeared to be similar to the current admin. assistants and therefore the rate of pay should be similar. Also contentious, perhaps, was the reference made to salary increases which, I have been told, occurred through annual increments, raises

and, in some cases, extra contracts. My concern here was not the increases accorded to these positions; my interest was, and still is, to bring about a change in the process of evaluation of some of the **included** positions in the College, especially those that are yet to be created. Our classification system is going to be heavily used to keep up with the changes that our new university status will bring and must be applied as fairly as possible in order to maintain pay rates in line with the work performed. If I rocked the boat by my article, it was intentional as there is a tendency for staff to forget their

importance and sometimes to get forgotten in the scheme of things. Preparation for the many new third and fourth year courses is an enormous task, most of which requires faculty attention for long-term planning; however, for the daily "detail-type" routines that are also required, support comes mainly from staff. In large part, this detail-work is appreciated; however, continued growth and increased workload requires that the College be aware of the need to expand with not only instructional but also support staff positions.

Richard Heyman

Report from JCAC . . .

The following are jobs rated and reviewed since August 1991.

	<u>PAY GROUPS</u>	
	FROM	TO
ASE Instructional Assistant	5	6
Registration Assistants	4	5
Registration Supervisor	5	6
Admissions Supervisor	5	6
Personnel Assistant	5	6
Accounts Receivable Clerk	5	6
Senior Financial & Reporting Clerk	5	6

NEW POSITIONS:

The following positions have not been rated by JCAC before:

Research Assistant (Incumbent resigned, this job was
then re-posted with different duties) Started at Pay Group 6

Registration Clerks (These jobs were not rated before
because they were part-time; we now rate
part-time positions) Started at Pay Group 3

Dorine Garibay

J.P.D.C. Report . . .

On March 7, in Vancouver, C-IEA is holding its annual Professional Seminar,

**PROFESSIONAL RENEWAL, SCHOLARSHIP
AND TEACHING IN B.C.'S COLLEGES
AND INSTITUTIONS.**

It is a hotly debated topic at the moment. If you are interested, registration forms are available at the FSA Office.

Germaine Baril

22.6.1. Management's request to eliminate the Step 8 hiring cap for faculty - will go to negotiations.

Cost Recovery offerings - the College will not repeat its experiment of doubling class size to permit more students than FTE funding would allow.

Betty Harris

PAY GROUP		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	POINTS
9	MONTHLY	2901.00	3033.00	3168.00	3311.00	3467.00	3641.00	741 - 798
	SEMI-MTH	1450.50	1516.50	1584.00	1655.50	1733.50	1820.50	
	HOURLY	19.09	19.95	20.84	21.78	22.81	23.95	
	YEARLY	34812.00	36396.00	38016.00	39732.00	41604.00	43692.00	
	TYPE C (M)	3162.09	3305.97	3453.12	3608.99	3779.03	3968.69	
10	MONTHLY	3168.00	3311.00	3467.00	3641.00	3812.00	4003.00	799 - 856
	SEMI-MTH	1584.00	1655.50	1733.50	1820.50	1906.00	2001.50	
	HOURLY	20.84	21.78	22.81	23.95	25.08	26.34	
	YEARLY	38016.00	39732.00	41604.00	43692.00	45744.00	48036.00	
	TYPE C (M)	3453.12	3608.99	3779.03	3968.69	4155.08	4363.27	
11	MONTHLY	3467.00	3641.00	3812.00	4003.00	4191.00	4401.00	857 ->
	SEMI-MTH	1733.50	1820.50	1906.00	2001.50	2095.50	2200.50	
	HOURLY	22.81	23.95	25.08	26.34	27.57	28.95	
	YEARLY	41604.00	43692.00	45744.00	48036.00	50292.00	52812.00	
	TYPE C (M)	3779.03	3968.69	4155.08	4363.27	4568.19	4797.09	

Report from A Question of Balance, January 31, 1992 . . .

Institutional change and its impact on employees

"One of the things that we psychologists know is that people need to feel they have some control over their lives."

So said Astrid in her introduction to the session.

Each group produced a short list of positive changes they hoped for and negative changes they feared. A spokesperson for each group then took a few minutes to present the list to the entire session. Many of the groups included specific suggestions as to who in the administration, faculty or staff might be in a position to address the issues they raised. Susan is consolidating these lists into a paper to be circulated in the FSA newsletter and to be sent to senior administration.

The most common expectations of positive change included a revitalisation of employees and of facilities (the library in particular), as well as a hope that this revitalisation would spread to the surrounding communities. People are hoping that the growth will not only bring in exciting new employees, but will inspire new ideas and energy from current ones.

Many groups mentioned the opportunity for "new and exciting work" as well as for job advancement, mobility, and security. Increased prestige for the institution and its employees was also high on the list of positive effects.

On the negative side, common themes included the following: fear of loss of control over the institution and its programs, loss of the comprehensive nature of the college, and concerns that non-degree programs might lose status and funds.

Several groups stated plainly that they are afraid of constantly being asked to do more ("innovate") on inadequate budgets. And several mentioned concerns about social stratification of employees and students between degree and non-degree programs.

The groups agreed that while the proposed growth was very exciting, they feared a further loss of the "family" feeling that used to exist among employees. Several people suggested that more college-wide conferences or seminars be arranged. One group suggested a "travelling coffee-and-doughnut show", to be held weekly at different locations, hosted by different areas of the college in turn.

Facilitators: Astrid Stec and Susan Milner

Editor's Note: Kim now has a permanent, half-time teaching position in the UCFV's Library and Information Technology Programme; she also is the health sciences librarian at the Chilliwack General Hospital.

Freedom to Read Week . . .

Freedom to Read Week is coming up this month. From February 24th to March 2nd, you may be reminded of this when you read a brief article in the **Globe and Mail** or the **Vancouver Sun**, when you listen to **Morningside**, or when you walk into your local public library branch, where the staff may have laid out a display of books that have been banned over the past decades. Some of the names in the articles and interviews and displays will be familiar: **Lady Chatterley's Lover**, **The Catcher in the Rye**, **The Diviners**. There will also be mention of Salman Rushdie's **The Satanic Verses**, one of the most recent and certainly an extreme example of attempted book censorship.

The purpose of Freedom to Read Week is to remind all of us of the vital importance of the free access to ideas and information. In Canada, Freedom to Read Week is sponsored by the Committee for Freedom of Expression of the Book and Periodical Council, an association of Canadian publishers. The Canadian Library Association (CLA) and the British Columbia Library Association (BCLA) support Freedom to Read Week, and librarians will play an active role in developing and promoting the week's activities.

As citizens of this country, and of this world, we should all be concerned with intellectual

freedom. For those of us who are involved in institutions of learning, the issue becomes perhaps even more important. And for authors, publishers, and librarians, the issue is crucial, because we are vital links in the free flow of ideas and information.

Librarians are, or at least should be, acutely conscious of the responsibilities we have in selecting materials and making them available to our patrons. One of the goals of Freedom to Read Week is to remind librarians of the importance of this, and to encourage us to explore our own beliefs and prejudices. In 1974, the Canadian Library Association passed its **Statement on Intellectual Freedom** (amended in 1983 and 1985), and many libraries, particularly academic and public, include this statement as part of their collection development policies. The Statement reads, in part:

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular, or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

The intent of this statement is that libraries must make every effort to acquire and make available a broad range of materials, covering not only mainstream and popularly held beliefs, but ideas that may be held only by the minority of citizens. While the philosophy may be honourable, the reality is that libraries face attempts at censorship not only from outside, but from within as well.

Most of the stories that make the headlines are those that cover outside attempts to censor library materials. Some of these efforts are made by legal or governmental bodies such as Canada Customs, when Customs officials seize material deemed offensive or indecent. While many of these materials were destined for the local porn shops and newsstands and not the library, libraries are occasionally faced with shipments of books or issues of magazines that have been stopped at the border.

Another type of censorship is the extra-legal pressure put on libraries by individuals or groups who take exception to an item in the library collection. Public libraries face this kind of challenge fairly frequently, as do school libraries. Academic libraries, while

not immune to requests to reconsider materials, tend not to be involved as often. Many libraries, although certainly not all, have standard procedures to be followed in this kind of a situation, and the vast majority of occurrences are settled without any publicity. Occasionally, however, these disagreements become matters of public record, filling the Letters to the Editor columns in community newspapers.

Librarians are becoming better at dealing with outside attempts at censorship. Library associations act as lobby groups with government, to try to prevent legislation that would restrict intellectual freedom. Groups like the BCLA Intellectual Freedom Committee, and the American Library Association Office for Intellectual Freedom make available workbooks and kits that librarians can use to prepare themselves for and defend themselves against would-be censors. Official adoption of the CLA Statement on Intellectual Freedom is one of the first steps to be taken, as this provides an argument in favour of having a wide variety of materials in the collection.

A more subtle and perhaps a more problematic type of censorship is the kind that occurs within the library itself. No library, not even the best funded research library in the world, can afford to purchase everything, and this necessitates some process of selection. In selecting materials to purchase for the library collection, the librarian automatically decides that some materials that will **not** be purchased. Some library critics have accused librarians of exercising self-censorship, or censorship by selection. Other writers have pointed out the distinction between censorship, which is an attempt to take things away, and selection, which is an effort to make things available.

The point is that librarians are human too, and carry with them their own sets of values and beliefs. There is a need for librarians to be ever-vigilant that their own ideas and prejudices are not determining the direction in which the library collection develops. If the Statement on Intellectual Freedom is to be taken seriously, then the selector must seek out titles that may be unpopular, but will provide a balance and a challenge to other materials in the collection. This will frequently involve choosing materials that go against the librarian's personal beliefs or tastes.

Another type of censorship from inside occurs with the classification of materials. Human beings are prodigious classifiers, and librarians devote a great deal of time and expertise to the classification and organization of our collections. We prefer to group like things together, so that we can see relationships, and so that those of us who enjoy browsing can do so in a way that makes some sense.

One suggestion that has been made in the past is that libraries continue to acquire the fullest range of materials, but items considered to be inaccurate or somehow lacking can be classed separately. This issue has focused on the published materials that disclaim the truth of the Holocaust. The question is whether these books should be classed with the other books on World War Two and that period of time, or whether they should be classed with Myths, Fallacies, etc. If librarians class a work as a myth or fallacy, then they call into question the veracity of something which other individuals claim to be true. The library literature is divided on the subject of whether or not this is valid. Another consequence of this kind of classification decision is that anyone browsing the stacks

for information about World War II is not going to find these books if they are sitting on the Fallacy shelves. Although at first glance this seems a handy way to deal with the issue of controversial materials in libraries, it calls into question the CLA goal that "libraries shall acquire and **make available** the widest variety of materials" (emphasis mine).

The uncensored flow of ideas and information is one of the ideals of liberal, democratic society. The ideal is that only when we are exposed to the full range of ideas can we truly develop into an intelligent citizenry. I suspect that most of us feel that the material we read ourselves need not be censored ahead of time. We generally find the thought of someone else determining what we should and should not read repugnant. We can decide for ourselves what is well written, what is accurate, what is disgusting, hateful, or inaccurate.

The issue becomes a bit less clear when we begin to think about other groups of people, people who we feel may need to be sheltered from the unpleasant and the inaccurate because of their youth and inexperience, or because they are impressionable, vulnerable, mentally unstable or just plain bad and may be negatively influenced by ideas we consider to be wrong. What happens when our malleable children read statements that we believe to be untrue or immoral? And what happens when violent pornography falls into the hands of individuals who later turn around and commit violent offenses? I suspect that most of us find these to be difficult questions, and librarians have no better answers than anyone else.

As this is Freedom to Read Week, take a moment to examine your own beliefs about

intellectual freedom and censorship. The issues are much broader than their effects in libraries, but as libraries are one of the last bastions of the free (as in no charge) access to information in our society, the question of

the open and unrestrained access to materials and ideas in our libraries should concern us all.

Kim Isaac

Into the Black with Meade and Bly . . .

(Part Two)

Politics aside, there is the question of therapy as theatre. Men work at regular jobs (!) and live in regular families (?) all week, then take off for a day or two of face-painting, mask-making, chest-beating, roaring, weeping, slobbering, grunting, dancing, and hugging perfect strangers. Then, doubtless via a decidedly strange Monday and a rather odd Tuesday, they settle back into the ordinary rhythms of their middle-class lives, and ... so what? What possible difference can a few days of such artificial mumbo jumbo make in the ongoing lives of real people (especially if they're white and male and employed and, to that extent, empowered already)?

Well, let me say a word about my own first (and so far, my only) day-long men's workshop--the aforementioned Bly and Meade event in Tacoma. Unlike poor Stanton, I did not have my wallet and watch confiscated at the door, and I was not treated like a maggot by "goons". But things did feel decidedly weird at first.

It was a safe enough venue. This was a university, after all. On the sidewalk outside the auditorium, six hundred of us, all 5' 11",

all between 35 and 55, all looking remarkably like me, lined up in orderly fashion, two by two, like odd couples waiting to go aboard the ark. (But where were the black men? Where were the red men? Where were the men with their caps on backwards? Were the old men too wise to need this? Were the young men too foolish?)

Eventually, the line started shuffling toward the entrance, and as we drew closer, strange sounds began to emerge. There was a kind of throbbing, a sort of pulsing, a rhythm that sounded more and more ... pre-industrial. It began to sound like jungle noises, whether I wanted to believe it or not. And sure enough, as I gained the main auditorium and wound my way to the balcony, there they were--down on a stage draped with blood-red fabrics, amid masks and potted palms--two dozen men, dancing, chanting, and drumming up a storm. (No one had forewarned me about the drumming.)

The whole room, in fact, was in a frenzy of swaying and chanting, and my first instinct was to wonder where those tidy men who had been lined up outside had gone. What had happened to them? It was as if they had been

swallowed up and replaced by these crazed neo-savages, and I didn't like it one bit. It all seemed inexpressibly hokey, and when hokey theatre announces its designs upon me I can marshal an air of ironic superiority that rarely lets me down. And yet this time, I'll be damned if my toe hadn't already started to tap, my hands already begun to drum out the rhythm on the railing, on my thigh

Here is the moment of greatest concern for critics of all this stuff. One of Stanton's 'good ones' about his experience was "Imagine if est had been invented by twelve-year-old boys", and one does take his point about brainwashing and groupthink and leaving not only your ID but also your sense of humour and your critical faculty at the door when you sign on for an event like this. But in Iron John, Bly says: "Change or transformation can happen only when a man or woman is in ritual space. Entering, one first needs to step over a threshold, by some sort of ceremony; and second, the space itself needs to be 'heated'. A man or woman remains inside this heated space ... for a relatively brief time, and then returns to ordinary consciousness, to one's own sloppiness or dullness."

Well, that space in Tacoma certainly had a threshold, and it certainly was heated. And here I am again, sloppy and dull, but not manifestly the worse for wear. Stanton's own favoured ritual space, the pages of his article in Esquire magazine, enfolded a second full-page ad, this one for a palmtop computer by WIZARD. While the love interest gazed on admiringly, the business man operated the machine, and the text promised him "all the power you need to stay on time, on track, and in control." Control was something Stanton admitted he was never ready to give up to the men running his workshop, and

though I respect his wariness of bad therapy, I don't think you ever get any good out of good therapy without loosening up somewhere. Can you ever get a better grip on your ego without letting go a bit of your persona? Can you really shake your Wizard's hand if you're holding a calculator in your own?

The day with Bly and Meade was marvellous. The content will be familiar to anyone who has read Iron John, or indeed any of the dozens of books and articles now appearing on "the male mode of feeling." The fathers have abdicated, the uncles have vanished, the mothers do their best, the boys are wounded. The boys are always wounded, but the wounds are no longer honoured, there are no male initiation rituals to honour the wounds, the wounds are not healed. ("That's called a small town," quipped Bly, and, a small-town boy myself, I suddenly thought of Tom Petty's song "Lost in a One-Story Town". That one story, even if it is still told by the older men, has decidedly not been the story of the spirit's quest.)

The day also made it clear to me why this particular branch of the men's movement is called 'mythopoetic'. For Bly and Meade, a story is a storehouse, and unless there is someone to read the poems and recite the myths and tell the tales, and someone to listen to them, and a general willingness on all sides to discuss the stories and apply them and pass them on, the great male psychic wound rots and festers and erupts in violence without end. When the myths and the poetry are kept in circulation, though, the wound becomes a womb, a place of healing, the beginning of new life.

And so the bulk of the day was given over to stories. There were two folktales in

particular, chosen to illustrate the theory of colour sequences that Bly developed around the red, white, and black horses in *Iron John*. In the first, the boy fails on his hero journey because he has been following not the male developmental sequence but the female one--white first, then red, then black: the Great Mother sequence--understandable in a boy with strong female and weak male role modelling, but still deadly. In the second tale, the boy succeeds on his perilous initiation into manhood because his culture honoured the appropriate male sequence. Red. White. Black. Passion. Community. The turn inward.

It was fascinating but arcane, and I left the workshop feeling almost as sceptical of this colour symbolism as I had been of the drumming at the beginning. But I went home and promptly dreamed (a propos, I expect, of an ongoing fascination with advertising and pornography) that a young, angry man standing under a billboard shot me (right in the love handle!), whereupon I split in two. The wounded me was carried off in a bright red roadster, and the ego-me got taken, along King Street, no less, by the epitome of a man 'in the white' (an administrator at the college where I work) to a sleazy apartment where a huge black guy was laying waste to a closetful of black lingerie with a chain saw.

You can imagine how proud I was, to see my psyche working so hard to get the colours right! In other dreams I've had since then, something new is emerging: there's a group of men, usually anonymous, just there, available as allies when things get rough. Emissaries from the unconscious, stirred into action by myths and poetry.

You don't need to make friends with the men you meet at workshops, or even join groups, in order to get something very powerful from a 'movement' of men determined to construct their lives on some principle other than violence (I know, I know, tell that to the guy with the chain saw). The most valuable thing anybody can get from all this is what people have always got from traditions where stories are told and valued--the knowledge that they aren't alone, that others have been where they are, and know how it is.

The men's movement is only putting down its roots just now, and the soil is poor. And there is a real need for more stories from working men, black men, gay men, and (dare I say it?) women. Not just any stories, either. The stories have to be true. Corporate North America, to utter a truism, tells stories which on the whole are not true. But here's a story. I was on Wall Street not too long ago--the actual street, along with the other tourists. On the steps of Federal Hall, where George Washington was first sworn in, there is a large statue of the father of America facing out over the street with a look of hope and expectancy. This look is aimed directly at ... the New York Stock Exchange.

This is a true story. But there is something wrong with this picture. Something needs very badly to get turned around. The stories being told by people like Michael Meade and Robert Bly are as good a place as any to start.

Graham Dowden

COLUMN

The New World Order and Tradition: Part II . . .

We are in danger of forgetting, and such an oblivion—quite apart from the contents themselves that could be lost—would mean that, humanly speaking, we would deprive ourselves of one dimension, the dimension of depth in human existence. For memory and depth are the same, or rather, depth cannot be reached by people except through remembrance.

Hannah Arendt

The seat of the mind is the memory.

Augustine

If we see further than they, it is not in virtue of our stronger sight, but because we are lifted up by them and carried to great height. We are dwarfs carried on the shoulders of giants.

Bernard of Chartres

We hear a great deal these days about the clear-cutting of our forests, but we hear little, in a serious way, about the clear-cutting of our Tradition. A few stumps remain to remind us that once a thick forest of insight rose into the blue sky, but our modern notion of history as progress has conditioned us to turn our backs on the past.

The New World Order we all participate in treats memory and Tradition in a specific way. A modern person can be recognized quite quickly by the great distance they stand from the ancient springs, and it is this

distance from Tradition that leaves us vulnerable. The modern project began with the central idea of history as progress; this meant, then, that the past was rejected as a haven of wisdom. A type of chronological snobbery now permeates most of the way we look at the past-present-future. This simplistic attitude, though, has cut people off from a meaningful contact with ancient perspectives, and it has socialized people to believe that the newest or most trendy is the truest and best. But, when our cultural memory is taken from us, we lose a depth in our human existence, and our mind can only

dip its bucket in shallow waters. The irony of the New World Order is that it began with a promise of opening our minds, but has ended by closing our minds to much that is essential to a full and deep life.

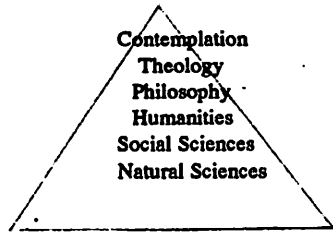
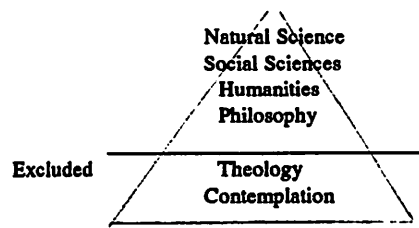
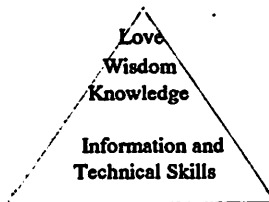
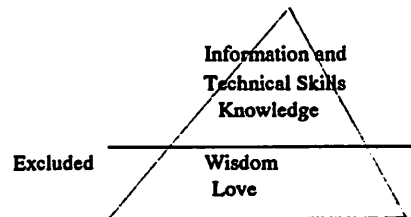
There are many ways in which our loss of Tradition has created serious problems for us. Briefly, let me discuss three areas: the language of politics, the tragic split between economy-ecology, and the inverted hierarchy of modern education.

The language of modern politics has become so skewed, it is difficult to know what people mean when they use certain words. There are religious groups (concerned about the break-down of certain social values) who are boldly entering the political realm. The Reform and Heritage parties argue that they are reclaiming an important part of our past, and some equate the work of these parties with authentic Christian virtues. But, when these people are challenged on their understanding of the Tradition, we soon discover their perception is quite thin. Christianity, for these people, equals a preservation of bourgeois values, BUT the bourgeois way of life can scarcely be equated with authentic Christianity. Nietzsche exposed the shallowness of this form of religion by equating Locke's bourgeois 'comfortable self preservation' with the lowest type of humanity, the 'last man'. So, although the language of Christianity is used to justify a form of political action, the substance of the Tradition has dissolved, because these people have a constricted view of the past. The same concern can be applied to the use of the word Conservative or Neo-conservative. When Conservative is used to

mean free market economics, we can see how thoroughly the liberal idea of freedom has permeated Conservatism. At the heart of Conservatism is the notion of limit or restraint, whereas the core of Liberalism is freedom. If Neo-conservatives took the time to look in the mirror of history, they would realize they are individualistic liberals. But this is just another case of Tradition being ignored, and words being redefined to mean the opposite of what they once meant.

The tragic split between economics and ecology is another byproduct of our New World Order. If we turn to Tradition, we soon realize that 'economy' was never equated with the mere juggling of finances and 'ecology' was not equated, merely, with environmental concerns. Economy and Ecology come from the same Greek root word. Economy (oikos-nomos) and Ecology (oikos-logos) traditionally meant management of the household, and there is much more to managing and knowing about how to manage a household than the balancing of coppers in the coffer. As the modern world has turned to production and wealth as a means of measuring success, we have turned our backs on the wisdom of the Classical synthesis of economy and ecology. This one dimensional or single vision approach to life has, rather than creating a better world, reduced our possibilities of truly living the good life.

Our modern understanding of what it means to be educated has, also, broken with Tradition. Both forms of education are hierarchial, although Modernity has inverted the Classical model. The hierarchy, given the priorities of the modern world, looks like this:

TRADITION**MODERN****TRADITION****MODERN**

There are significant reasons for this reordering of educational priorities, but we can see in the shift, how certain subjects have been banished, excluded or censured, others seriously subordinated and others inordinately elevated. An addiction to an empirical methodology and to certain subjects that suit that methodology has reduced what we can know to the smallest circle turns.

The smallness of the modern mind can be partially expanded by turning to Tradition. It is as we dare to turn, we will begin to see a patch of light that may help to guide us through the encircling darkness we now live in.

Ron Dart

Please Note: We will be publishing a news bulletin concerning contract negotiations later this week . . .

Letters to the Editor (cont.). . .

FSA Executive members like to feel that they are an open committee and, as such, can always be approached either in person or in writing by any members who have a comment to make--critical or otherwise. It is through this type of dialogue that the executive can serve its members in the best possible way.

If you have something to say, it will be acknowledged and pursued; indeed we expect and welcome any communication. In order to have a dialogue, however, we need to know who you are. Anonymous comments do not create that dialogue; little can be accomplished if the author does not identify herself or himself.

We recently received one of these letters which addressed both faculty and staff concerns, but because it was not signed, nothing further could be done. Adding to the problem, unfortunately, is the fact that the author had obviously received some incorrect information which should be addressed; however, we are unable to do anything about it.

Any letters with no name attached will be read, but for all intents and purposes, cannot be pursued. If you care enough to send a letter, care enough to sign it.

Richard Heyman

FSA Executive 1991/92

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Contract Chair	Ian McAskill	4523
Agreements Chair	Betty Harris	4510
Occupational Health & Safety	Leslie Wood	4223

Executive Meeting Schedule

Abbotsford, 1:00 p.m. (Week 4)

February	19
March	18
April	15
May	13
June	10